

COMMUNICATION BARRIER BETWEEN NURSING
SUPERVISORS AND INTERNATIONAL NURSING
STUDENTS IN FINLAND

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Various universities in Finland offer nursing studies for international students also where the nursing study is taught in English language. Some of the universities require a certain level of Finnish language to study in English also. That might have been implemented because nursing is a practical subject and students have to spend time in practical training in hospitals where Finnish is the main language of communication. However, there are other universities which do not require any prior knowledge of the Finnish language to study nursing. Students studying in those universities have no problems during their theoretical classes but they meet challenges when attending practical training. The main problem that they seem to face during their practice is a communication barrier between them and their supervisor.

The research question for this thesis was how effectively and efficiently nursing supervisors and international nursing students are communicating with each other during a clinical placement. The purpose of this thesis was to identify the factors related to communication barriers between a nursing supervisor and an international nursing student during clinical placement.

During the thesis process students and nursing supervisors were asked to express their views and opinions based on their experiences. The aim was to discuss how the communication barriers between the nursing supervisor and international nursing students could be overcome. The study set out to find out how both the nursing supervisors and international nursing students were coping with each other during clinical placements and bring forth the difficulties faced by both sides.

A qualitative method was used to analyse the collected data. Five international nursing students and five supervisors were interviewed. Based on the collected data difficulties in communication was not only expressed by the students but also by the supervisors. Apart from improving the Finnish language skills of the students, suggestions were made about improving the teaching methods, and better supporting the students mentally during their practical training.

Both the supervisors and the international students are expected to benefit from this thesis. Both parties can potentially look for the factors resulting in communication barriers and try to overcome those in the future. A further topic of

research in the same thematic framework could be to consider the suggestions provided in this study to create a better learning environment for all.

Keywords

International nursing students, nursing supervisors, communication, Finland

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1 INTRODUCTION

Communication mainly implies for exchange of information and ideas. Communication is a way of expression. We cannot deny the fact that only speaking with each other is not only the form of communication. We can communicate with each other in many forms. We have a verbal form of discussion, which is the common form where we talk to express our thoughts or state of mind. Thus, the verbal form is a direct form where we speak to express our views, emotions, thinking etc. (McDuffie 2013). Likewise, we have a non-verbal form of communications which is equally useful to express our emotions. In non-verbal communication, we express our feelings through touch, cry, anger, smile, anxiety etc. through facial expression and body language (Schwartz 2020).

In the nursing field communication generally implies the active listening to the problems of the patient and giving information for fulfilling their queries. A nurse's prior work is to clear the doubts of patients regarding the disease, methods of treatment and prognosis. Communication is a two-way process especially in nursing where we must collect and convey the information from the patient and convey it to the medical staff and the patient family (Kourkouta, & Papathanasiou 2014).

Communication Barrier is one of the greatest challenges that occur between nurse and patient, nurse, and staff and vice versa. Communication in nursing plays a vital role in providing care, developing a level of trust with the patient and with the flow of information to the medical staff. A slight mistake in communication can lead to the medicinal error, in some cases, improper information can lead to the death of the patient. In other words, poor communication often leads to big mistakes such as prescribing the wrong medication, improper diagnosis of a patient or medical condition, administering the wrong treatment plans and in some cases even death of a patient due to misdiagnosis due to lack of communication (UKEssays 2018).

The thesis supports the Peplau theory because it describes the need for interpersonal relationship. Now the term is much broader and it exists among

nurse and colleagues, nursing supervisor and junior nursing students. Her theory draws two assumptions. First assumptions were nurse learns through the process of illness and second is practice and education is important to develop skills (Peplau 1989a).

The research question for the thesis is how effectively and efficiently nursing supervisors and international nursing students are communicating with each other during clinical placement? The purpose of this thesis is to identify factors for communication barriers between nursing supervisor and international nursing students during clinical placement. And the aim is to discuss how the communication barrier between nursing supervisor and international nursing students can be overcome.

2 THEORETICAL BACKGROUND

Before proceeding the thesis, the theoretical background must be discussed. The theory is mean to draw the connections between the problems, make assumptions and generalize ideas based on existing knowledge. Theories provide a research direction to explain, interpret and generalize the findings. Theoretical frame is considered as the backbone of the thesis. We discuss theory relevant to our research problem which provides a reader with a clear idea why the research problem under the study exists. It is required to interpret the relevance of the findings (Vinz 2020).

The theoretical model of the thesis is based on Peplau model. Peplau theory explains about the interpersonal relationship. It mainly describes nursing as an art where the interpersonal relationship does not limit among the nurse and patient. It broadens the term as it emphasizes the importance of relationships among the nursing supervisors and nursing students in the process of the teaching-learning process. It gives proof about the effectiveness of evidence-based nursing studies and that communication is the key to strengthen the relation among the staffs, nurse-patient, and nursing supervisors and the nursing students. (Adams 2017)

2.1 Peplau's Theory

This nurse-patient relationship is described as beginning with two people who are essentially different, with their ideas, values, and goals. When the relationship is fully developed, the two people are working together towards a common understanding of the challenges faced by the patient. Because of the two-way nature of this relationship, self-awareness and knowledge on the nurse's part are essential. (Peplau 1989b)

Her theory of Interpersonal relationships has a greater impact on nursing and proved as important in the nursing profession. In her theory, she has articulated a framework for partnerships with patients, families and communities and

recovery towards health that remains the essence of nursing today. She was interested in all aspects of nursing, she focused on interpersonal relations between nurses and patients. (Furchuk 1993)

Peplau's theory gives the ideas of the importance of communication between nurses and patients and also among their co-workers. She also describes a nurse must be prepared for challenges. (Peplau 1989c)

2.2 Clinical Placement

Clinical placement is the period where a student goes for practical training which is assigned by the university. In Finland, nursing students must go for 4-6 weeks of practical training. In the case of specialization, they must complete 10 weeks of practical placement in the desired area of placement. During every practical placement, each student is assigned to the supervisor. A supervisor responsibility is to orient about the ward. Interaction between both student and supervisor helps to know about the purpose of placement, goals to be set and rules and regulation of the ward. It is most important to discuss the nursing procedures a student can do in a ward ensuring the learning protocols. (Jokelainen, Turunen, Tossavainen, Jamookeeah & Coco 2011)

A student is exposed to the clinical environment where all the things he reads in theory or books is applied in practical forms. Clinical supervision of the student is done in many ways. A student will have a clinical instructor and clinical supervision during the periods of training. Student can collaborate with clinical supervisor to achieve the goal and inform the clinical instructor from the university. A clinical instructor could be the link between the student and the supervisor. Just in case student have some issues with a supervisor can talk with the clinical instructor. Meeting would be held among 3 during training periods, where they discussed the student individuals' goals. (Mattila, Pitkajarvi & Haavisto 2009a)

Advanced practices in nursing help to provide safe, effective, and quality of care to various population groups. It is specific care given to the people to enhance

the patient's health quality. Not only alleviating the symptoms but also meeting the psychological needs. Involvement of family in the care also increases patient satisfaction. Advanced nursing with holistic approach helps to treat a patient in a complete way fulfilling all the dimensions of health care. (Donald et.al 2013)

Learning is very important in the nursing field. The best learner is also the best observer. First and foremost, it is most essential for the student to know about the basic skills e.g. vital signs. When the students are exposed to the clinical area, student nurse must be aware of measuring the vital sign. It is not limited just to measure the vital sign but observation of patient condition in the various situation must be learned. For a student nurse, it is very important to learn also about the changes in vital sign and its effect on the basic changes like temperature, pulse, respiration, urination and so on. E.g. while monitoring a diabetic patient it is very important to monitor the blood sugar level. Whenever it goes high or low patient starts to feel dizzy, excessive sweating and may go for the unconscious. So, quickly assess for vitals should be assessed quickly and immediate help should be called as soon as possible. (Blows 2012)

Nursing students should get well exposure to the clinical fields. Their exposure must not be limited just to the basic skills. Nursing students should get the opportunity to get exposed to advanced learning. Within the year of their studies completion, they must be exposed to all the areas so, right after the completion of studies they can be able to perform their job. We all should keep in mind that today nursing students are the future registered nurse.

A research study was conducted among Finnish and UK universities students regarding clinical learning environment and supervision. The study shows a nurse teacher must be academically competent. It is found that the interaction between mentor and nursing students was more among Finnish students. Finnish students respond positively to different clinical areas. It is a self-explanatory example of the relationship between the student nurse and the clinical mentor. (Saarikoski, Helena & Warne 2002)

Clinical placement is the place where student converts the theoretical knowledge they have gained in the classroom in a practical environment. While working in this environment, the student can grab a lot of new things which will help them to enhance their life in future whereas there are so many negative impact student face during the clinical placement and being a foreign student there are many challenges that are to be faced either it is cultural differences or language barrier.

The most common challenges a student faces in a clinical environment are:

- Discrimination: It is one of the major challenges faced by an international student. Especially when students are just trainee then head nurse discriminates between medical student and them and just do not take them seriously (Jamshidi, Molazem, Sharif, Torabizadeh & Kalyani 2016a).
- Lack of practical skills: Just being a new student and going to clinical practice student is not even able to take blood pressure which will affect the quality of care as well (Jamshidi, Molazem, Sharif, Torabizadeh & Kalyani 2016b).
- Lack of communication skill: Communication is one of the most important skills needed in nursing life and being a student, it is a must to learn and have it. But working in first clinical placement it is one of the challenges that are to be acquired. (Jamshidi, Molazem, Sharif, Torabizadeh & Kalyani 2016c)
- Stress: This is probably one of the things that are to be faced in every working and studying field. Working in the new place people get themselves stress and nervous about doing mistake and thinking to be perfect (Jamshidi, Molazem, Sharif, Torabizadeh & Kalyani 2016d).

Some other challenges they face during the placement are the language barrier. Since in Finland the majority speaks mother tongue, the international student faces a lot of problems here. In the working environment, those who have

difficulty in speaking Finnish are not appreciated nicely and student lacks communication skills as well. Along with that, the student also gets suspended in between the practice because of poor language skill. Students also feel neglected because of which their learning skills are affected. The emotional challenge is another problem that is faced by an international student in Finland. The patient does not want to be treated by foreigners as well as they do not even want to shake hands because of skin colour and ethnical background. And no health personnel are interested to support them because of which it hampers the life of a student which will lead to emotional disbalance, not interested to go to work and life be full of disappointment. In addition to that feeling of an outsider, loss of self-confidence and discouragement are some of the challenge's student face in the clinical working environment. (Mattila, Pitkajarvi & Haavisto 2009b)

Both clinical mentor and nursing supervisor have a huge responsibility in guiding the students. A clinical mentor is the one who practically explains the theoretical art in the clinical field. A supervisor is the one who agrees to take whole responsibility of guiding you and making a better version of you in the clinical setting. In the case of Finland, in the clinical setting, each student will be assigned to the supervisor. They have the responsibility to guide the student and evaluate the student for their performance. Supervision is a body of knowledge with practice and principle that should be learned alongside discipline-specific information. A supervisor must have theoretical knowledge and clinical approach which would be best in guiding the students. (Mattila, Pitkajarvi & Haavisto 2009c)

Cultural difference is the most important aspects, particularly in a diverse community. There could be opportunity or challenges when dealing with cultural differences. A culture shapes each person behaviours. It could be different in many ways like respects, punctuality, friendliness etc. Differences in clinical approach and theoretical knowledge. It will not be same as we read in the book and the clinical setting. So, a student might get confused. Being a student, it is very important to follow the command of the supervisor. It is obvious to do the work under supervision. There is a high risk of mistakes of handling medicines, giving medicine to the wrong patient etc. due to the miscommunication between the supervisor and the students. (Carozza 2010)

Good teamwork with effective communication creates a positive vibe and environment to learn effectively. A supervisor is also called a mentor who supervise the nursing students personally. A good mentor gives the specific times or works along with nursing students to learn more. A nursing student may be afraid of approaching the patient. In such a case, it would be easy for a student nurse to deal with the patient along with the mentor which in turn boost up the confidence in the student. Furthermore, they can approach by themselves. Being a mentor, it is important to the emotional state of the nursing student. The effective way is communicating with each other. Evaluating the goals are achieved or not. Trying to figure out if they have any problem. It is very important to evaluate their mental state and help to cope with the situation. (Saarikoski 2003)

2.3 International Nursing Students in Finland

Nurses are a vital part of healthcare, be it private or government. Without nurses, the healthcare structures might be notably much less efficient. They are targeted on being concerned for individuals and their households, in addition to the broader groups, on the way to gain, preserve or get better health and best of life. Nurses along with doctors, midwives and other health practitioners ensure that each patient's wishes are being met, before, during, and after any strategies. (StudyLink 2020)

Finland is famous for being one of the best countries in schooling. It has various and exciting subculture, which prioritizes high-quality education. Finland has the best rate of students choosing to enter better schooling in the international, and its uncommon education system has been used as a model around the world. All instructors in Finland are required to have a master's degree, and teachers are selected from 10% of graduates. This illustrates how significantly the Finnish take training and education. Seven of the universities in Finland are listed within the top 500 of the 2018 QS World University Rankings. The Finnish higher education system is one of the most successful in the world. It had welcomed more than 23,000 international students in the year 2017. With strong connections to the

rest of Europe, Finland is the correct locations for global students. This gives you a chance to discover new countries and cultures while analyzing. If you are from a country out of the EU/EEA and want to get a bachelors or master's degree, you must pay tuition expenses. The expenses tend to vary from €6,000 to €18,000. Your expenses must be paid before the start of your studies, and as soon as you have paid you may be eligible to apply for a residence permit. (Study in Finland 2020)

Accommodation in Finland can be made through student's housing foundation, through University or private renting. As an international student, you can work 25 hours per week during term time but there are no limitations outside the term time. Finland has two official languages which are Finnish and Swedish. Even if your course is offered in English, International students are required to learn some basic Finnish as the locals do not speak the English language quite often. Nursing students require a B1 level of Finish language to practice in hospital settings or any departments. So, it is a must to learn the language to work as a nursing profession. In general, we have seen several increases in foreign students globally. With the increasing number of diseases, it is also required to have an increase in health care personnel. Finland has also taken students from outside their territory to manage its number of the growing population in hospitals, old age homes. (Gauli & Mengyang 2015a)

In the context of clinical settings, nursing students were given orientation about staff members, patients and daily routines which helps them for further planning and assessment. Students were aware of the facts about what they are expected to do. Clinical instructors encourage students to do the task independently which helps them to develop a positive attitude. Their performance was assessed and shared with the staff members. So, the positive behaviour from both staff and students helps them to work together supporting each other. Students may feel welcomed and comfortable in the new environment. They will be motivated to face any challenges with a positive environment. Future postings will also be helpful and encouraging with this attitude. As nursing is both team and individual work, independent learning, as well as team learning, should be equally motivated. Critical thinking will be improved in the students through continuous

guidance from the clinical instructors and staff members. As a result, positive outcomes help to maintain good mental health, awareness of self-potential. They may become more active and responsible for their duties. Feelings of empowerment help them keep motivated. They gain confidence as they are accepted by the Finnish society which can be seen in their performances. Psychological well-being is an important part for foreign students as they will be completely independent and living in their own away from their families. So, maintaining a positive environment helps an individual to make the best out of them despite the challenges they face in their day to day settings. An individual can give their 100% and become ready to face many difficulties on their way. (Mattila, Pitkajarvi & Haavisto 2009d)

Being an international student, one must face different challenges such as communication problem, cultural differences, the language barrier. It is a slow and difficult process to make Finnish friends as they like to be in their own space. But this challenge motivates international students to learn the local language. They carry their own culture inside them which reflects in the action they do and the language they speak. Thus, to meet the needs of the multicultural society, nurses need to develop cultural sensitivity and incorporate in caregiving. International students may have low self-esteem when they are working in a multicultural environment. Even though the student nurse speaks the Finnish language properly, it does not mean that the patient is satisfied with it. It may be difficult if one does not understand the local language in a clinical setting. Even guidance from a tutor may be challenging. Also, outsiders may feel as they have been ignored by their Finnish peers in their workplace. Students had to face the anger of staff members in the clinical setting where they do not have enough language skills. Even if they use the English language, they were not appreciated by the staff members. Patient's information was withheld by not giving proper information or not allowing students to give oral reports. They were forced to learn through observation. This type of behaviour may lead to restricted learning and lower self-confidence. Many students may develop psychological problems leading to depression. Some of them give up due to these situations and some of them may be motivated towards their goal. So, guided learning practice is required as well as teamwork and support from the peers are some factors which

may help to overcome the problems. Even teachers should be aware of the student's emotionally sensitive situations and try to manage it. (Gauli & Mengyang 2015b)

The students in Kemi, Lapland have given some information about their experiences as an International Nursing student. A student from Vietnam has said that her expectations were met in Finland as it has the best education system and quite affordable. Even though students must pay fees one can search part-time jobs to manage their expenses. Also, there are exemptions to tuition fees and opportunities for grants. They have support from colleges in finding placement and help from the teacher to learn the languages. Also, being in Finland she had gained the opportunity to travel and try new things during her stay. (Lapland UAS 2020a)

Another student from Zimbabwe mentions that she did not have many expectations as she did not know what it is like to study in Finland but is not disappointed how it turned out. She chose Finland as it has one of the best education systems. She mentions that working in a multicultural environment helps to prepare you for the future as you meet different patients. Health care systems are always evolving so it is easy to get a job. The culture of Finland was quite shocking to her but eventually, she adapted to it. International students eventually will become a better person as they are out of their comfort zone. A similar type of experiences was shared by students from Nigeria and China. (Lapland UAS 2020b)

Thus, as a conclusion orientation period plays a vital role in facilitating future goal. Accepting college students as team members and besides giving them the opportunity inpatient care exposes them in taking challenges recognizing their potential. To manage a negative environment, the use of both English and Finnish language should be implemented. Awareness regarding the barriers in learning should be highlighted among the universities so that action can be taken promptly. (Mattila, Pitkajarvi & Haavisto 2009e)

2.4 Communication and its Importance in Nursing

Communication is the process of sending and receiving information through various means. Those means could be verbal or non-verbal which may be implemented through speech, writings, signals, body languages, pictures and more. (Nordquist 2019)

Communication is an interactive process where there could be a sender, receiver, response, and feedback. When the message is sent, the receiver receives the messages. The receiver gives the response to the messages and gives feedback of it. If it is not clear, then there are disturbances in the communication process. (Sibiya 2018)

To complete a communication cycle there should be one unit called sender and another unit called the receiver. The absence of one of this unit will not make a communication process. This process can be unidirectional i.e. sender passing information to the receiver or bi/multidirectional where information is shared both or multiple ways around. (Nordquist 2020)

In an organization, communication can be categorized as informal communication and formal communication. Informal communication is described as the types of communication within an organization which is carried out without following any formal means. This type of communication usually occurs between the workers where they communicate about various topics related to or not related to the organization in an informal way. These types of the communication might include gossips and rumours also. These communications are not recorded and therefore it is difficult to find the sources of these types of communication. (Kalpana, 2020) On the other hand, formal communication follows official rules, procedures, formalities, and chain of commands (The Business communication 2020).

A simple interaction, when a nurse asks about the condition of the patient is a form of communication. A general talking which gives the ideas about the patient illness could be a lot in the further treatment plan. Politeness plays a vital role

during communication. A simple hello could carry the nurse mood, accents, emotions in case of addressing or giving information to the patients or families. (Nitzky 2016)

Questioning and answering is not only part of communication. Communication generally entails about the relationship between nurse and patient. A patient explores their feelings when they feel their privacy is assured. It helps them to express their problems, seek help and could have a better exploration. Active listening being a part of communication could be very useful in collecting much more information. An effective and comfortable environment could be facilitated which could be better for the patient and the nurse. (Kraszewski & McEwen 2010)

Communication must be simply and understandably. Clear and effective communication is very important in the nursing profession. Being a nurse, she must communicate with people of different cultural background, traditions, educational level etc. Communication can be done among each other in various forms. Giving message directly is the direct form of communication. These involve just a sender and receiver. (registerednursing.org 2020) E.g. a nurse supervisor tells the nursing staff to follow effectively hand washing during the pandemic of Covid-19. All the staff will follow the order as it is very essential in preventing the spread of the pandemic.

Communication and care are also related. We could care for a patient through the language. i.e. the way we speak. The patient in pain may not be able to speak so, we assess the level of pain by pain scale which gives the idea about the patient feels. Making patient orient of the surrounding, listening to his problems, explaining about his condition and what could be in future can emphasize nursing care to the patient. (Julie 2019)

Communication is not all about sharing information. It broadens the area as it involves proper listening. Listening is very important in nursing. As the person speaks, they will also show their emotions. E.g. in case of grief when a person speaks, we can see the tears in their eyes describing their situations, which represents that they are sad deep inside their heart. When a nurse is actively

listening, they can observe the patient gestures, eye contact and other body languages. The level of pain, stress, anxiety, sadness etc. could be easily accessed through patient facial expression, tones of the speech, tears in the eyes etc. (Anderson 2015)

In nursing means of communication depends on reporting and recording. We have a report in written and oral forms. Nursing works are done in shift basis so, it is very important to hand over the report from one shift staff to another shift staff. Both the oral and written report is used. During the time of shift exchange, the oral report is given to another shift staff. The main report is given orally about the condition of the patient and for the laboratory reports or other forms of report written report is used for the information. It is not just limited among the nursing staff. A report exchange is between medical professionals and the health care team. In case of doctor round, it is very important to collect the report, where a doctor will be talking to the patient and in meanwhile he will be telling us the information about the change of medicine dosage, discharge of the patient, further investigation to be done and so on. In case of unavailability of the doctor, the report or order could be received from modern means of communication like telephone, emails and so on. In case of the message delivered from the phone, it should be carefully listened and implemented. (UKEssays 2018)

A study conducted to know effective communication and its impact on health was studied in Saudi Arabia among Non-Arabic speaking nurses. Increasing demand for nurses in many countries provides the opportunity to work as a nurse in foreign countries. The study also explains the challenges faced by the nurse during the time of care. In this study, random people were selected for the studies. The method chosen was the interview, where they express their feeling towards the foreign nurse. According to the collected data, they express the feeling of mistrust, discomfort, and doubts. They feel that interpersonal communication between the nurse and patient were not enough. Some of them express feelings that they are not feel cared as the nurse could not answer the question asked by the patient. According to the study methods, in terms of care, it is the same by both national and foreign nurse. This studies clearly explains about the importance of communication in nursing. Though the quality of care is the same,

the communication part plays a major role in health care. Communication parts treat the patient psychologically where they could express their fears, anxiety, doubts, and further information. A patient feels satisfied when they are answered to their questions. This studies also clear the fact that communication is a two-way process and it is effective when both the parties participate actively in the conversation. (Al-Khathami, Kojen, A-Aljumah, Alqahtani & Alrwali 2010)

Working in a multicultural environment is a greater challenge for a nurse. The nurse should know the social background before approaching the patient. It is difficult to communicate in a multicultural environment. It is the duty and responsibility of the nurse to respect the diversified culture. In some cases, inappropriate communication can make the situation awkward. A qualitative study conducted on foreign nurses gave more ideas about clinical learning in a diverse linguistic-cultural environment. We came to know the difficulties in dealing with mentors. Inappropriate communication impacts on the learning process. Inadequate support from the universities which in term affects the learning process. The students feel scared to ask questions to their mentors about what is going on. The student was not able to clear their doubts and have lots of queries in their mind. (Mikkonen, Elo, Kuivila, Tuomikoski & Kääriainen 2016)

A study conducted in Netherland, reveals that barrier in communication may lead to the various consequences. The study is more concerned with patient safety. It elaborates the fact that error may occur during the administration of the drugs. The interaction process is affected the most where the nurse could be unable to the question asked by the patient. Mainly the focus is given on nurse daily activities like nursing rounds with the nursing supervisor and medical team, supporting the patient in term of sympathy and empathy and others. (Rosse, Brujine, Suurmond, Essinkbot & Wrangler 2016)

A study conducted in Finland among the international students clearly states that language is the most common barrier is hindering the performance of the student, demotivating factor, and lower student confidence. It mainly implies the importance of support from the learning institute and the teacher. Finland is in state of the scarcity of health care worker so, it is the responsibility of universities

to produce fully fledged nurses in the society. The study explains the incompetence of language in foreign students makes them deprived of many learning opportunities. They are not able to grab the instructions, advise, official work because of language incompetency. Their limitation is just limited to basic care. Among the foreign nurses, it is observed that most of them are working in basic care unit and only a few of them get the opportunity to work in hospitals. Those working in hospitals should have completed a certain level of language proficiency to work as a registered nurse. (Mikkonen, Elo, Miettunen, Sarrikoski & Kaarainen 2017)

3 PURPOSE, AIM AND RESEARCH QUESTIONS

The purpose of this thesis is to identify factors for communication barriers between nursing supervisor and international nursing students during clinical placement.

The aim is to discuss how the communication barrier between the nursing supervisor and international nursing students can be overcome. To find out the barrier in communication, both aspects of international nursing students and the supervisor will be studied. International nursing students and nursing supervisor both are expected to benefit from the thesis. The generalized knowledge will be equally important for both sides.

The research question of this thesis is:

How effectively and efficiently nursing supervisors and international nursing students are communicating with each other during clinical placement?

4 THESIS IMPLEMENTATION

4.1 Research Method

The method used is qualitative research methods. It is a part of scientific research that provides a complete description of how people experience a given research issue. It is more effective in obtaining culturally specific information about the values and social context of behaviour. It provides information about the human side of an issue that is often contradictory behaviours, beliefs, opinions, emotions, and relationships of individuals. (QuestionPro 2019)

Qualitative research means the development of the concepts which helps us to understand social phenomena in the natural setting in which due importance is given to the meanings, experiences, and views of the participants (Pope & Mays, 1995). Similarly, Qualitative Data Analysis (QDA) is the range of processes and procedures whereby we move from the qualitative data that have been collected into some form of explanation, understanding or interpretation of the people and situations we are investigating (Onlineqda 2020).

In contrast to quantitative research, where factual data are required to answer the research questions, qualitative research focuses on the standpoint of the respondent. The data obtained from qualitative research might not be well represented in numbers and stats but more about views, attitude, experience and suggestions. (Hammarberg, Kirkman & Lacey 2016)

There are various methods which can be used to collect information by the researcher in qualitative research. Those methods can be interviews, observations, notes, focus group and analyzing different materials. Observations and notes are mainly noted in the field by the researcher and focus group and interviews are conducted and recorded which should be transcribed later for further analysis. (Sullivan & Sargeant 2011)

4.1.1 Interview Forms

Based on the research, the interview could be structured, semi-structured and unstructured. The structured interview contains fixed sets of questions with no follow-up questions whereas unstructured interview is the opposite of that. It will start with a question and then follows onward based on the answers. On the other hand, the semi-structure interview is the combination of both having some sort of fixed questions while allowing the respondent for wider opinions which could be followed up by other questions too. (Gill, Stewart & Treasure 2008)

For the research method as part of this thesis, semi-structured interviews will be conducted where focus groups will be used to conduct interviews.

4.1.2 Focus Group Interview

A group of people could have participated with a common trait. Here people could discuss openly in a natural way. People express their feelings without hesitation. In this acute observer and the people who are well informed is the participant. Participants can interact with each other and take cues among each other which might be sharing common experiences as well as different. It is a depth study of people's perception. (Rosenthal 2016)

The best participants for focus groups are knowledgeable, willing, and capable of communicating. They enjoy participation as they are asked their opinions, they are being listened and their perception is taking into consideration for achieving goals. (Casey & Asbury 2016)

Focus groups are widely used as they are more focused to get data on the specific topic. It helps with the discovery of the topic that has not been understood properly. Focus group interviews can be conducted in various ways. There can be face to face interviews with each participant or group or through different means of communication. (Papastavrou & Andreou, 2012) Due to the ease of access and technological advancement, the interview will be conducted online and also face to face when possible.

As mentioned earlier it is more convenient and easier to collect the data via online means. One can express their queries through online interviews, answering the questions in written form or video recording. It could be done one to one or in a group. It is more important to have a quiet and relaxed environment where a participant can express their views. (Trull 1964)

In the online focus group interview, few questions are set. Same sets of questions will be delivered to all the participants through online. The answer is taken on an individual basis. Every opinion will be respected and valued. The collected data will be secured and remain confidential. The data will be discarded after the completion of the thesis. Interview questions are based on the purpose of the studies. (Sim & Waterfield 2019)

4.2 Data collection

Data collection is a process in which information is collected from relevant sources to find the answers to the research problem, test the hypothesis and evaluate the outcome of the research. Data can be collected in two ways: Primary data collection and secondary data collection. In primary data collection, data is obtained from primary sources which are not published or accessed anywhere before. Primary data collection can be divided into the qualitative and quantitative method. Similarly, secondary data collection is those where data are taken from already published sources like books, journals, websites etc. (Dudovskiy 2018)

For the research purpose, primary data collection and within primary data collection a qualitative method is used as it is conducted in a focus group method with open-ended questions.

The technique used for this thesis is purposive sampling as chosen by the researcher itself. This is also going to save time for the overall research. As purposive samplings in some cases might not be efficient as the samples may be random but due to the nature of the research and also aims and objectives, the limited number of people can also serve as the primary data source (Black 2010).

Among different types of purposive samplings and depending upon the research case, homogeneous sampling is selected. For homogeneous sampling, the focus is within subgroup where all sample members are similar like in the same profession or organization (Saunders, Lewis & Thornhill 2012). In this case, all sample members are nursing students and nursing supervisors so homogeneous sampling might be the right form within the purposive sampling

The main nature of qualitative data is that they cannot be easily reduced to numbers and are mainly related to concepts, opinions, values, and behaviours of people (Trochim 2020). Thus, the data used in the thesis will be unstructured data where there would be a focus group interview. Here some questions are provided to the participants where the participants are free to provide views and opinions regarding the questions. The type of question would mostly be ideal questions where the sample member opinion matters most.

Data plays a huge role in any type of research. It is the most important aspect of the research study. Having said that, it is equally important that the data is derived from a related or relevant source. Inaccurate data might lead to an invalid result which will affect the aims and objectives of the research. Thus, data must be obtained from relevant sources only. Generally, there are three methods to collect data. They are case study, interviews, and questionnaire. (UKEssays 2018)

The method of data collection used for this research is mainly interviews and questionnaires. Thus it is also very important to choose the correct and relevant sources for data collection and that point was taken with utter importance for the collection of data for this research. Two different groups consisting of five international nursing students in Finland and five Nursing supervisors who have experience of working with international nursing students were taken into consideration for the research purpose. The nursing students which were included for the research were from different countries other than Finland and has very little or no knowledge of the Finnish language. Because the method of their study was in English, so every candidate has fluent English-speaking skills.

On the other hand, the nursing supervisors who took part in the data collection were mostly Finnish and one of different nationality other than Finnish. They had a minimum of 2 to 10 years of experience in the field of nursing and dealing with nursing students of international backgrounds. All the supervisors have a fluent level of Finnish language skills and at least a satisfactory level of English language skills.

Communication to both the students and nursing supervisors were made via email, phone calls and text messages. All the respondents were given the choice of the written reply to the questions, online interviews or face to face interview if possible. Respondents according to their replied the way they wanted to respond to the questions. Most of the nursing supervisors agreed to conduct online interviews, however in contrary, most of the students expressed their will to reply in a written form.

Once all the nursing supervisors and international nursing students took part in the interview or written method of answers, the responses were collected. For those who took part in the interviews, the interviews were transcribed in written form so that it would be easier to analyze the responses given. Being a semi-structured interview, additional explanations or questions were also asked to shade more light into the context during the interviews.

4.3 Data Analysis

Once the data were collected, the next step is to analyze the collected data. Data analysis is a process used to inspect, clean, transform and remodel data to reach a certain conclusion for a given situation (Kalpesh 2013).

The thesis deals with the experiences and views of the nursing students and nursing supervisors, thus qualitative research with qualitative data analysis is applied for the thesis.

Content analysis is one of the popular methods for data analysis. In content analysis visual, written, and verbal communication can be analyzed. It can be used for understanding communication meaning and for identifying critical processes. It mainly concerns with meanings, contexts, and intentions. Content analysis can be used for both qualitative as well as quantitative data. It can be used in deductive or an inductive way. A deductive approach is used for the analysis of data in this thesis. (Elo & Kyngäs 2008a)

The deductive approach is based on previous theory or model and it moves from general to specific. A deductive research approach has mainly four stages. The first stage starts with an existing theory. (Streefkerk 2019a) The existing theory for this thesis is based on Peplau theory which mentions about the importance of communication between nurse and patient and between the co-workers. The theory also suggests nurses be prepared for challenges. (Peplau 1989d)

The second stage is about formulating a hypothesis which in this research is about the communication barrier between nursing supervisors and international nursing students in Finland. The next step deals with data collection to test the hypothesis. Data were collected from the concerned sources to test the hypothesis and finally in the fourth stage, results were analyzed to check either the collected data supports or rejects the hypothesis regarding communication barrier between nursing supervisor and international nursing students. (Streefkerk 2019b)

After the interviews were concluded they were transcribed and studied multiple times to understand the respondent's responses. To change words into content-related categories, a categorization matrix was developed which includes sub-category, generic category, and main category (Elo & Kyngäs 2008b). Subcategories were created using important and commonly termed words or phrases by the respondents. When the subcategories were collected, they were grouped and few generic categories were created based on the subcategories and finally based on the generic category, three main categories were developed which are: communication, work and suggestion. An example of such a matrix is as shown below.

Sub- Category	Generic Category	Main Category
Supervisor speaks only Finnish Difficulty to follow instructions Could not comprehend the instructions Unable to communicate ideas and thoughts	Language problem Communication with the nursing supervisor	Communication

5 RESULTS

5.1 Findings

Based on the questions asked to the respondents, various answers were collected and based on that several findings were found regarding the communication and its barrier between nursing students and international nurses in Finland and suggestions to improve the situations.

As there are two different segments of respondents, one being International nursing students and other being Nursing Supervisor, each result is separately analyzed.

5.1.1 Students

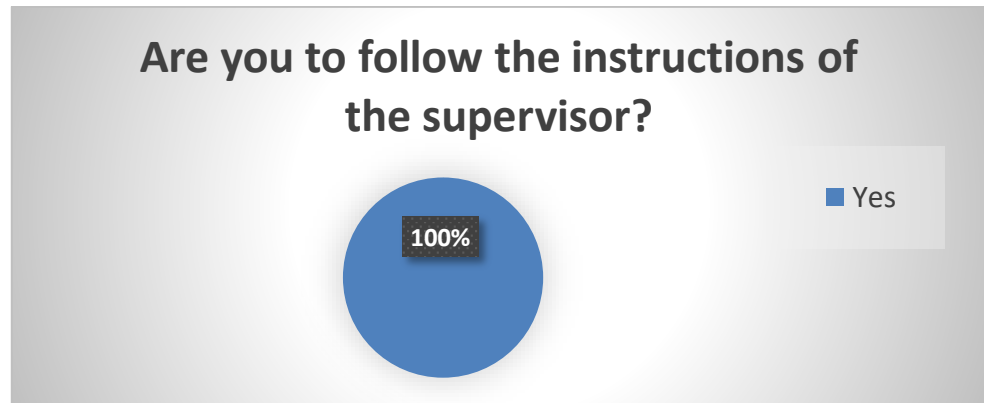
A total of five students were chosen for the research. The students composed of different sex, nationality, and background. As those elements were not much relevant, thus they have not been separately classified according to those parameters. However, the common things about the students were that they all are undergraduate students, currently studying Nursing in English medium in Finland and have little or no knowledge of Finnish Language.

Based on the answers from the students, the analysis was mainly conducted into the topic related to communication, working and suggestions. The findings related to these topics are separately explained below:

(i) Communication

Despite having little or no Finnish language skills also, almost all students have been able to follow the instructions of their supervisor. One of the main reasons for them was that the supervisors that they work with have good English-speaking skills and that helped them a lot during their placement. For those, whose supervisors had problems with the English Language, they find it very difficult to communicate in the beginning but later on the student themselves learn a bit of Finnish language which ease their communication with their supervisor later on.

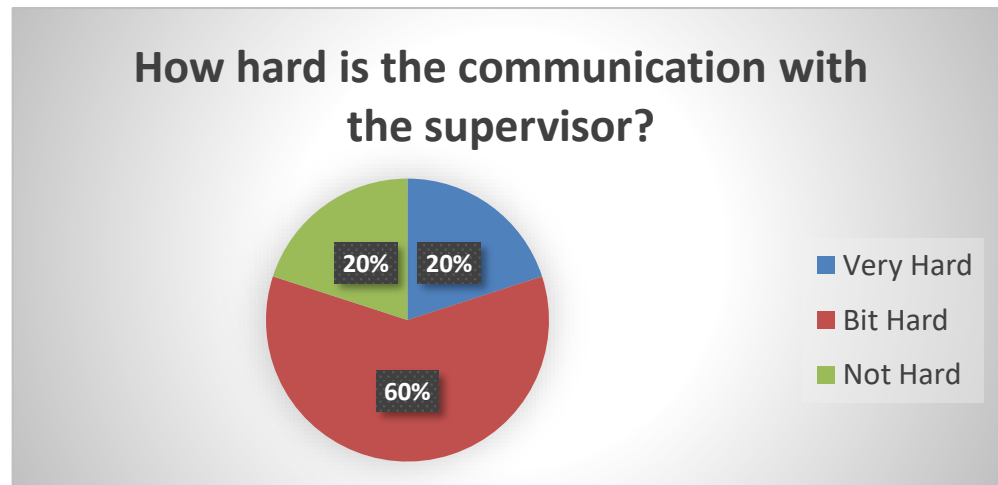
“I was able to follow the instructions of my supervisor because she also spoke English language, but it was a bit difficult when she speaks Finnish because I couldn't understand all she said.”



Picture 1: Ability to follow the instruction of the supervisor

Though following the instruction which is normally a one way of communication was easy for the students but almost everyone expresses their concern regarding more communication with the supervisors which involves two-way conversation. The problem normally arises when the supervisor communicates in Finnish or even while communicating in English might use Finnish words for medical terms which were not well perceived by the students having lesser Finnish language skills. Conversations in the English language was more preferred by the students even if the supervisor has little knowledge of English as they find it very difficult with the vocabulary and the pace of talks with the Finnish Language.

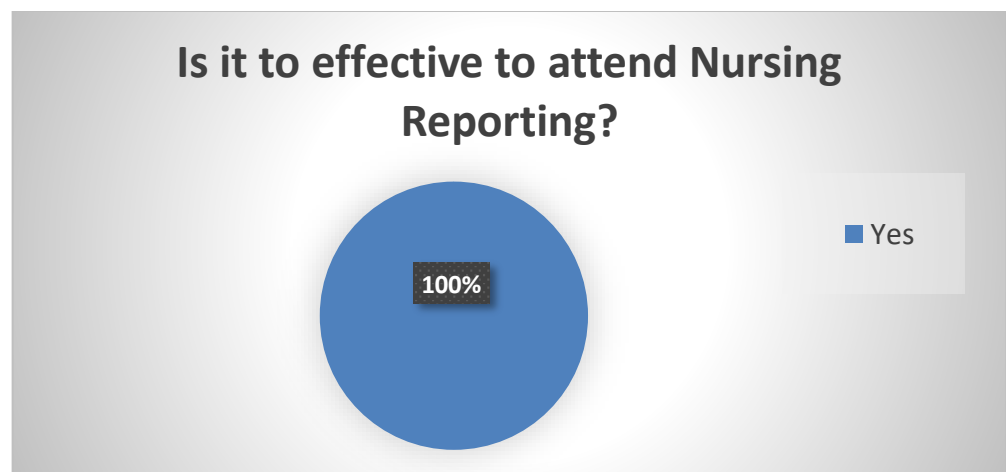
“Sometimes communication becomes difficult and it prevents for me to understand all the instruction though the supervisor translate to English language but we could be in a situation where at some point it is difficult to translate some of the medical terms, so in that case, the only option was to write down note and study at home after practice .”



Picture 2: Difficulty of communication with the supervisor

Regarding the attendance of the nursing reporting, there was a unanimous voice for the nursing reporting to be very effective. In case of difficulties, students seek help from fellow students or even translate the reports to get a better understanding of nursing reporting.

“I think its effective, but it is only effective if you know the Finnish and you understand what’s going on, then it’s effective but if you don’t understand then, it’s really difficult.”



Picture 3: Effectiveness of Nursing reporting

(ii) Work

Despite having the communication barrier, it was found out that students have somehow managed to work under the guidance of their supervisor well enough as per the student.



Picture 4: Ability to work under the supervisor

However, during the times when they were not able to communicate and work properly, many of the students experienced frustration and sadness. Frustration, miserable and sadness were mentioned by every student under these situations. Though, some tend to take this situation as a motivation also.

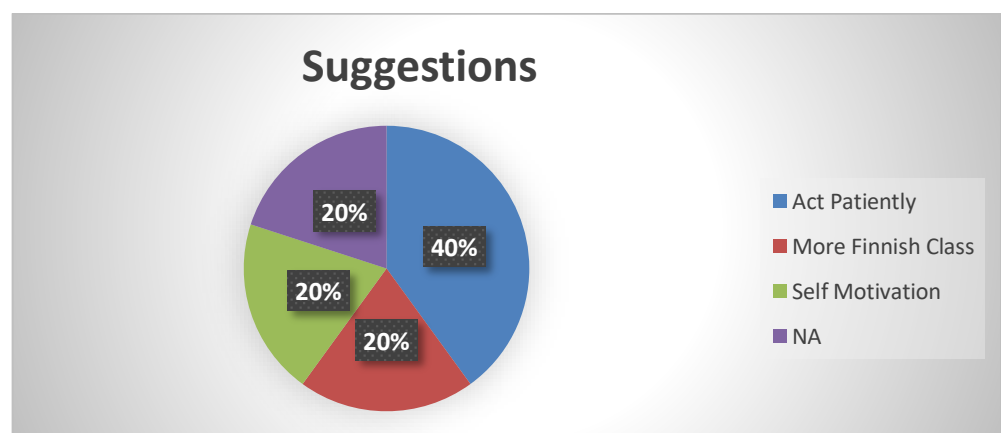
"I feel frustrated, feel misunderstood when my message is not gotten correctly. At the same time, I feel motivated to learn more, to prevent the same mistakes from happening again and to improve on my communication level and work."



Picture 5: Feelings when not being able to communicate or work properly

(iii) Suggestions

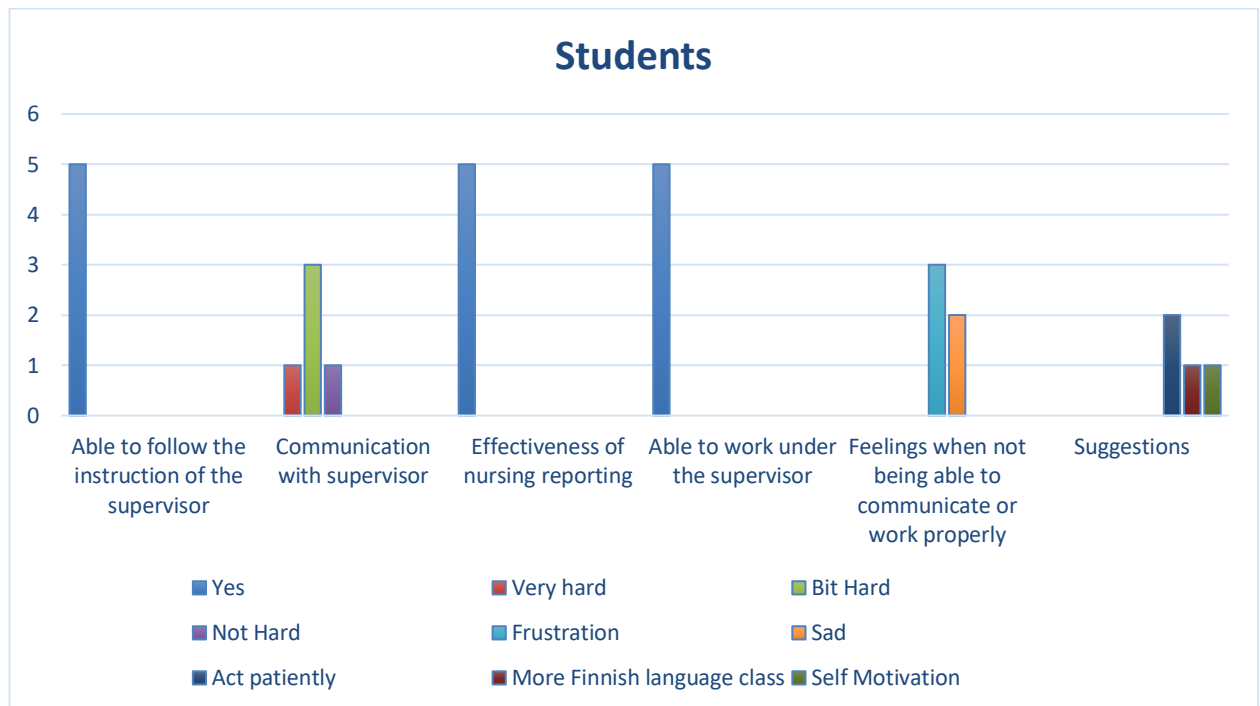
When the students were asked about the recommendations to overcome the barrier between nursing supervisors and international students, most of them suggested that the supervisors should act nice and patiently with the foreign students. There were suggestions for more Finnish classes to develop the Finnish language skills also, but those suggestions came second to the one that involves the supervisors to act patiently with the foreign students.



Picture 6: Suggestions from students

“it would be more nice if the school will put the Finnish language curriculum in every semester as a compulsory course, then I think this problem can be solved.”

The overall major findings from the students can also be represented from the picture below:



Picture 7: Overall findings from the International nursing students

5.1.2 Nursing Supervisor

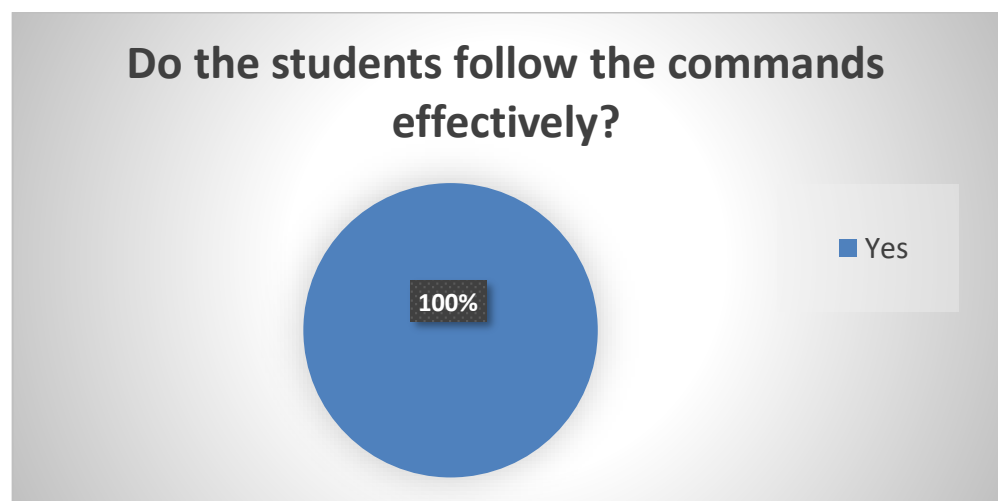
As like students, a total of 5 nursing supervisors were considered for the research process. The working experience with International student nurses ranges from 2 years to 10 years. All the supervisors have either native or fluent Finnish speaking skills. On the other hand, the supervisors would rate their English-speaking skills average to fluent.

Based on the answers provided, the analysis was made on topics related to communication, work, and suggestions.

(i) Communication:

Just as the case was with the Students, the supervisors also mentioned their concerns about their language skills which in this case was English language skills. Most of them find it very difficult to communicate with international students because of the language barrier. The supervisors would rate their English-Speaking skills to be average only and find it difficult to explain typical Finnish terms in English. The good part was that they see this situation as an opportunity for them too which in return becomes a motivating factor for them.

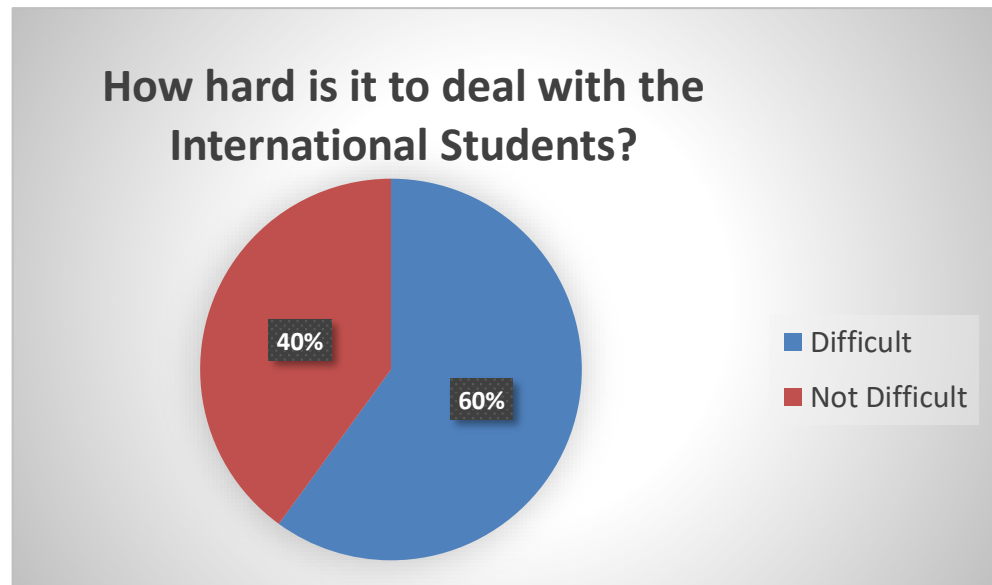
“So, it was quite hard for the beginning, but when I started to use the language because I know the staff in everywhere in hospital, other nurses, so I think that it has been very easy to because I can communicate with Finnish and English and I think that it's very good for the students that I can speak from them to the staff and so on.”



Picture 8: Effectiveness of student to follow the commands

Though the supervisors have to struggle in dealing with the International students, they said that the students have managed to follow the commands effectively despite being time-consuming in some cases. There were concerns regarding the punctuality of the international students in context to the working environment of Finland also.

“I think it's hard because it takes double or 3 times work-load when you are trying to work with international students. But it is somehow rewarding”

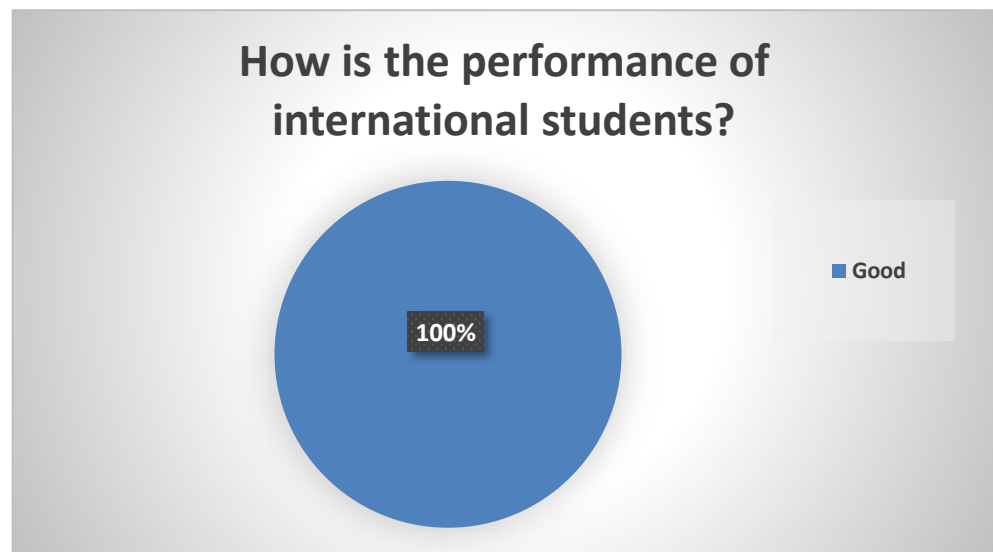


Picture 9: Difficulty to deal with international students

(ii) Work

Talking about the performance of the international students in clinical settings, the supervisors expressed their satisfaction regarding the performance. They mentioned the international students to be hardworking and focused. However, concerns were raised that not having Finnish language skills has limited the students to practice only basic cares as some hospitals won't accept non-Finnish speaking students in places like Operation Theatre (OT) and Intensive care unit (ICU) as both are said to be more sensitive areas. This has limited the students to learn more during their student life regarding their other counterparts.

“Very well, I think so. they all are doing their best, they are trying their best all the time and they are focused and they want to do it in a proper way.”



Picture 10: Performance of international students

When asked about the risks involved with International students related to drugs and reporting, most of them agree that being a student there is always a risk involved and that might happen with Finnish Speaking students also but they always deal with caution to avoid the risk and as mentioned earlier, some hospitals did not allow non-Finnish speaking students to perform in sensitive units of hospitals like OT and ICU. However, one Nursing supervisor shared the experience when a patient was given too much insulin causing a risky situation but later argued that might not be related to being an international student only as that might have happened with Finnish speaking students also.

“I remember some happening during my, guiding in practical training so that too much insulin for the patient nearly died and that kind of but never such a harm that it would have caused life for the patient and those thing happens even with the Finnish speaking students.”

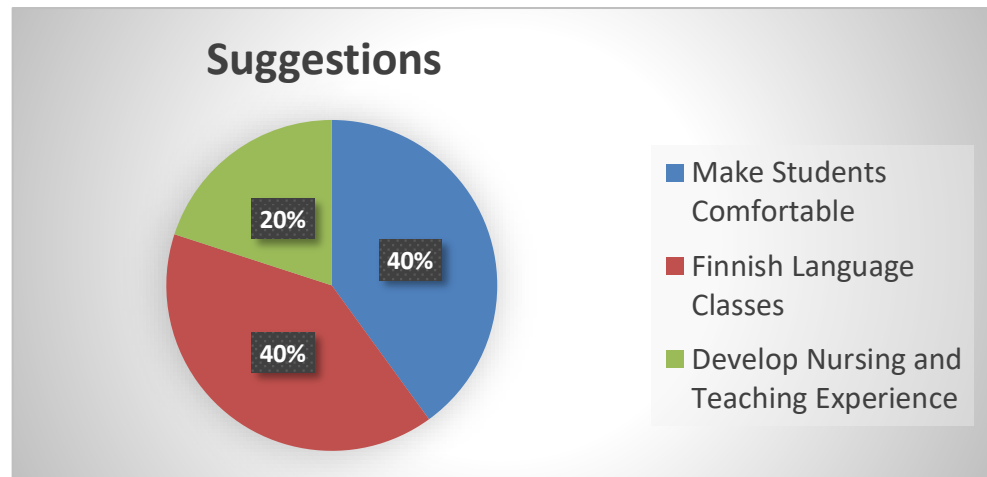


Picture 11: Risk association with international nursing students

(iii) Suggestions

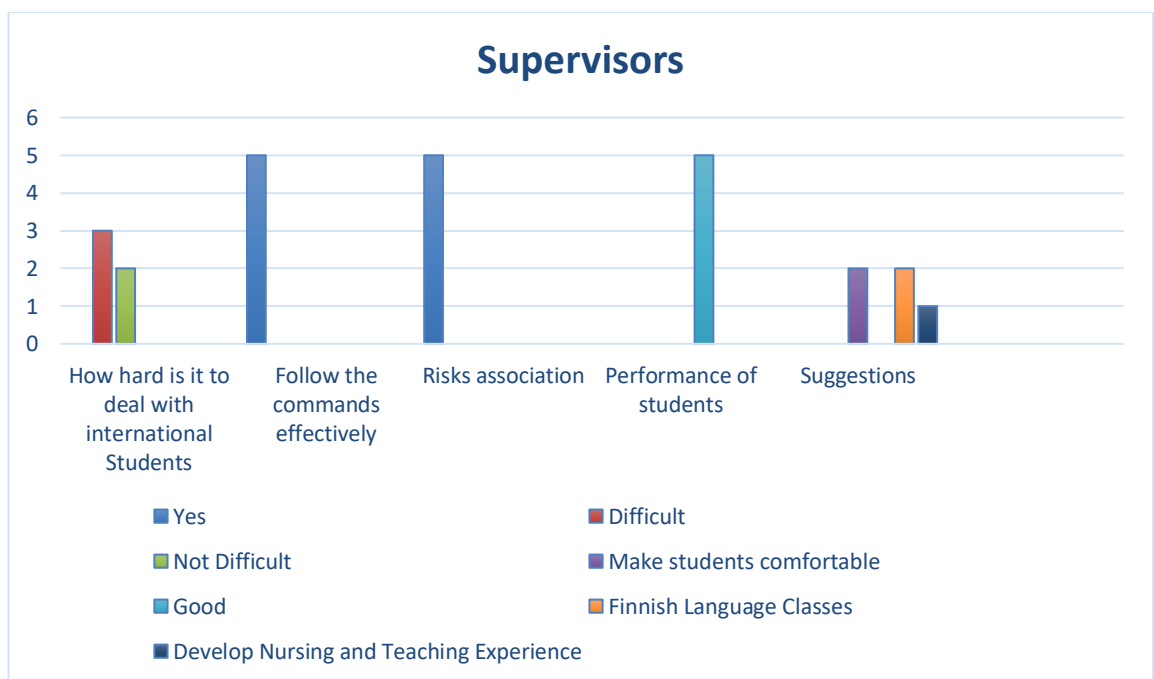
Regarding the suggestions for minimizing the barrier of communication between supervisors and International nursing students, there were various suggestions from the supervisors. Apart from providing Finnish language skills to the students where more focus on Finnish medical terms, concerns were expressed to establish a better relationship between students and supervisors through open discussions, developing teaching and nursing experience and making the students more comfortable throughout the practice period. A project is also supposed to be operated to improve the learning experience for the International student also. One suggestion includes mixing the International student with Finnish speaking students in the same group so that they both can learn and feel comfortable with each other also.

“They are going between projects, that we are going to develop our nursing, teaching and everything and of course this practical training and everything. It starts on next autumn and I think that it's going to be 2 years.”



Picture 12: Suggestions from nursing supervisors

The overall major findings from the nursing supervisors can also be represented from the picture below:



Picture 13: Overall findings from the nursing supervisors

5.2 Ethicalness of Thesis

Ethics are the rules or norms that bind the person. In other terms, it could be used to differentiate between right, wrong, good, bad etc. Ethics generally shapes the way to behave for individual or daily practices (Velasques, Andre, Shanks, S.J. & Meyer 2010).

Ethical consideration is the most important part of the research. While doing research we must focus on various aspects. The participant's dignity must be respected and prioritized. Participants full consent should be approved and well informed before the study. The collected data must be confidential. Privacy is maintained hence participants information is not disclosed. The methods must be clear to the participants before the study. In case of any doubts related to the study must be cleared and clarified. (Bryman, A. & Bell, E.,2007).

Ethics in research are given high importance as it paves the law for a researcher. It is norms or values that abide people for conducting something wrong. It is very important parts of nursing as it covers the knowledge and trust of an individual. Research is conducted in a way where a researcher collects information from various sources. It should be full of research knowledge; the collected information must be true, and every single step is taken into consideration to avoid the error. Ethics are mostly applied during research as it is a collaborative work based on trust, mutual respect, accountability, and fairness. It is all about interpretation of data collected from the different sources. Hence ethics bind the people for the confidentiality of the data collected. Some of the important ethical considerations which are important to consider during conducting any research are honesty and Integrity, carefulness, objectivity, respect for intellectual property, and confidentiality and legality (Resnik. B. David, 2015).

During the research, interviews, as well as the written answer method, was used to collect the data. The data are transcribed in the real forms. All the procedures were followed according to the specific guidelines. Honesty is maintained as the data are in real forms. There is no misinterpretation of the data. Carefulness was taken into consideration during data collection as well as transcribing which is

exactly in the real forms. All the rules were followed during the process. Before data collection respondents were given the information about the interview and the material was sent. They were all well informed which clarifies the openness of the research process. The method used was the online focus group and the interview was done. The interview was in the form of a video call and written form. It was based on the convenience of the respondents. During the data collection, name, age, sex, nationality has not been disclosed of the correspondence. Confidentiality is highly maintained as permission was taken from them to record the interview for further information. It is clearly stated that the recorded interview in oral or written forms will be discarded after the completion of the thesis and the data would not be misused in any other cases. Legality was applied by abiding research ethics. The research done was not copied or written from others and the author's ideas are respected as mentioned on it. It reflects respect for intellectual property.

5.3 Reliability and Validity of the Thesis

Reliability refers to a consistent method used by researchers to measure something. If the same results are consistently achieved by using the same methods under the same circumstances, the measurement is considered reliable. For example, the thermometer used to measure the temperature of the liquid sample on an identical condition is always the same. But in case a physician asks questions to alleviate the level of pain in different patients. It could be different. The pain level may not be the same for all. So, the data is unreliable. (Middleton, F. 2019).

Validity is the logical interpretations based on test results. In research we formulate a hypothesis, when it is supported by evidence then it is justified and called validly. In research, a formulated interpretation involves a logical argument and empirical evidence to determine the support of the theoretical framework. Validity is to justify that your research problem is explained by theoretical expectations. Theory creates a phenomenon. A theory is tested and justified is called validation. For a test to be reliable it should also be valid. (Taylor 2020).

The questions for this thesis were prepared upon the approval of the thesis supervisor and the interviewee are selected based on their profession. Thus, the data collected from the interviewee is reliable for the thesis.

6 CONCLUSION

Many universities in Finland have been providing nursing education to international students. Many international students nursing students graduates each year. The demand for nurses in Finland is rising each year. To fulfil the demand even the international students are motivated to study nursing in Finland. The study medium is in English. Despite all facts still, there is a gap in communication between the supervisor and the students. International students mostly are limited in basic care services than an upgrade of nursing in a different position. Various research has been done before about the communication for international students in nursing. As communication is most important in nursing and it must be two-way process hence samples were collected from both sides. Both aspects were studied.

International students have faced many challenges in the clinical setting. Students said they are assigned with the supervisors and it could be more effective if the supervisor could speak the English language too. In practice most of the time they face one-way communication if it is only in the Finnish language. The student who has a basic level of Finnish language could communicate with the supervisor but sometimes it hard for them to understand the medical terms. They find it on their own. Few of them find it an opportunity as they try to learn new things. The hard situation occurs when they are not able to understand the command of the supervisors which leads them to frustrations and sadness. With the little knowledge of Finnish language, they are used to follow the command and instructions. To fulfil the gap many ideas has been collected. Most of them agree with increasing the Finnish lessons. Enough Finnish lesson should be provided by the school. Students realize the difficulty without learning the Finnish language so, the self-motivation of students towards learning the Finnish lessons to improve their language skills.

Now, moving on towards the supervisor sides it begins with the communication too. Supervisor with less knowledge of English finds hard to deal with international students. Difficulty to explain the Finnish medical terms exactly in English is one of the things they are dissatisfied about. They feel the language

as a huge barrier in delivering more knowledge to the student and its effects for the students who are receiving the ideas and knowledge. Apart from the hardship, they took it as opportunities to deal with international students. It could be a motivating factor to learn new things e.g. culture, English language, even the students as a multicultural environment is on-demand in Finland. Despite less knowledge of the language, international students follow the commands and are more enthusiastic to learn new things. On talking about preferences of dealing with international students, most of them are interested in dealing with them.

To minimize the gap between international students and supervisors, concerns should be focused on the relationships between the supervisor and the students via open discussions. Teaching and learning experiences must be developed more. More open communication results more comfortable for the students to learn more. Especially more comfort for the student to learn and to open up during and throughout the practice period. Teaching lessons for both international and Finnish student under the same row could make it better. It helps them both in learning in Finnish as well as in English which promotes each other to study better. It could be benefitted to an international student in a way that they not only learn the language but also learn the Finnish culture, know about the nature of Finnish people and much more. On the other hand, it could be a greater idea to learn more about a different culture, English language and much more.

Apart from research studied above, we cannot deny the facts that there is still a barrier in communication among the nursing supervisor and the international nursing students. Various factors are responsible for international students even after they graduate, their service is only limited in basic care. Still, international students are not allowed to practice training in special wards like OT, ICU. Supervisors said it is because of minimizing the risk of error. The person must be fluent in Finnish language skills and communication is the major part while working in those fields. It is highly subject of concern about the international nurses which the university should have special focus over it. Even the risks and mistakes can occur by the students. Although there have been minimum risks by international students in case of health care.

Apart from all the mentioned suggestions, as the language of instruction is in English, the university should have enough resources, be it the instructors or the tie-ups with hospitals where a student can learn with knowledge of English language only too. As a student pays fees to study nursing in the English medium, universities should also make sure that the student can complete their degree without worrying much about the Finnish language. If a student wants to work inside Finland after graduation, language might be must and important for them. However, as we are talking from students from all over the world and not all might want to work in Finland after graduation, for those students also, the Finnish language barrier should not be a major obstacle for them to learn. So, having more Finnish lessons might sound a good idea, but should be optional so that those students who intend to work in Finland after graduation may benefit from it and those who might not pursue their carrier in Finland have the option of not taking it also.

Thus, to overcome the barrier between nursing supervisors and international nursing students, efforts have to be made from both University and Students also. Blaming the student for Finnish Language incompetence and not allowing them to learn much during their clinical placement hinders the learning progress of the student and might restrict them to basic knowledge regarding nursing care. Thus suitable coordination should be established where for eg, a supervisor can be associated during the clinical placement who can communicate effectively with the students and the students also get to learn more about nursing fields such as ICU and OT. Having said though, it is not recommended to jeopardize the safety of the patients as special attention is needed in those medical units.

The learning process must be made in such a way that a student can learn in a stress-free situation without being frustrated. The universities should provide enough means and resources to its international students to learn most from the study and without the feeling of being left out due to Finnish language problems. Having said that, students should also be provided with enough Finnish lessons where more focus is given for medical terms and working language which can be helpful for the ones who want to practice their profession in Finland.

The whole thesis is based to overcome the communication gap between international nursing students and nursing supervisors. Both the sides were taken into consideration and came up with overall findings. Retrospective student side increment in the Finnish language with more use of medical terms could be useful in the learning process. While from the sides of the supervisor, improving the relationship between student and nursing supervisor through upon discussion and developed teaching. Come up with a new idea of mixing Finnish and International students during a teaching period.

7 DISCUSSION

The author chooses this thesis topic because the author has also gone through the same problems, especially during practical placements. The literature review was done from the previous researches. Most of them express the problems of international students. The view was about the language barrier, feeling of racism, frustration, and sadness among the international students. It was an only one-sided story. How we could forget that supervisor guiding is also facing problems in dealing with international students. Even from their sides of the story, it is typically new for them. Supervisor also faces the challenges with new international student from different background, different culture, and behaviours. They have to deal with nurses with different work habits, attitudes and communication styles (University of Saint Mary 2020).

To gather information or data collection, the interview method was chosen. Students and supervisor, both the opinions were collected and presented in statistical forms. Many ideas come up from both sides. International students face challenges, they agreed for that point but also take it as an opportunity for self-growth. From previous literature, increasing Finnish lesson was more suggested but there are a few modifications as of now where the students want Finnish lesson more with the medical terms which could be useful during placement too. Students also felt that a supervisor with knowledge of English could provide better help for them during practice.

As data were collected from the supervisor, they feel happier to deal with international students. They face the challenges as they took those challenges as an opportunity. They are happier with the performances of international nurses. However, International nursing students are still restricted to practice in special places like OT, ICU. Supervisor wants to see international students in a different field not just limited to basic care. A study conducted with foreign nurses in Australia relates the fact that overseas qualified nurses with many years of experiences are not given the positions which suits their skills (Timilsina Bhandari, Xiao & Belan 2015). It is felt that the nursing supervisor should have knowledge of English, which could be better for both. The university is going to

have a lesson together for both Finnish and International students and conduct a multicultural learning environment which could benefit both the students and supervisors. The university is going to have a collaboration with the hospital, to provide a comfortable nursing study environment for international students.

Overall, both the sides were studied and views regarding problems and suggestions were mentioned. Both must work in collaboration for the common goal. However, the international nursing students who want to study in Finland but want to work in English speaking countries, is the Finnish language compulsory? Or the studies and practice placement could be done in English medium? The same problem from the past and still. More research should be done on this topic seriously, as the present students are the future nurse of this country.

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9 APPENDICES

- Questions to International nursing students:
 1. Are you able to follow the instructions of your supervisor?
 2. How hard is it to communicate with your supervisor?
 3. How effective is attending nursing reporting?
 4. Are you able to work under the guidance of the supervisor?
 5. What are the things would you like to say, if you can express your thoughts?
 6. What did you feel when you are not able to communicate and do proper works?
 7. What would you suggest to overcome the barrier between the nursing supervisor and nursing students?

- Questions to the nursing supervisors:
 1. How hard is it to deal with international students?
 2. Do they follow the commands effectively?
 3. Is there a risk for any mistakes like drugs or reporting if they are under your supervision?
 4. Is it a challenge or opportunity to deal with an international student?
 5. How is international student performance in a clinical setting?
 6. What kind of change do you want to make in dealing with international students?